

**12th Annual Indian Education for All Conference  
March 4-5, 2018  
Helena, MT**

**Conference Programming Guide for Monday, March 5, 2018**

When you check-in for registration at the conference, you will receive conference evaluation forms, personal reflection guides, and credit renewal forms. Thank you for completing the conference evaluation forms, as well as the personal reflection forms. This information helps us greatly as we shape future conferences.

Welcome and we hope you are inspired and rejuvenated through this year's conference! Please let us know if you have any questions while you're here.

Warmly,

The OPI Indian Education Division Staff: Mandy Smoker-Broaddus, Joan Franke, Mike Jetty, Jennifer Stadum, Donnie Wetzel, Michelle Mitchell, and Stephen Morsette

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**12<sup>TH</sup> ANNUAL INDIAN EDUCATION FOR ALL BEST PRACTICES CONFERENCE****MONDAY, MARCH 5, 2018, 7:00 a.m. – 4:30 p.m.****AGENDA AT A GLANCE****OPENING AND WELCOME – CARROLL COLLEGE - ALL SAINTS HALL BALLROOM  
(Downstairs in Student Center)****7:00-8:00 Registration and continental breakfast – Student Center****8:00-8:20 Drum and Opening Remarks****8:20-8:30 Advocacy Award for Excellence in Indian Education for All Presentation****8:30-9:30 Keynote Address: Marissa Spang****9:30-9:45 BREAK**

	<b>O'CONNELL HALL 101</b>	<b>O'CONNELL HALL 102</b>	<b>O'CONNELL HALL 106</b>	<b>O'CONNELL HALL 107</b>	<b><i>All Saints Hall – (Student Center)</i></b>
<b>ONE 9:45- 10:45</b>	Martha Kohl: Primary Sources for K-8	Shane Doyle: L&C Trail Place Names	Brittany Fasy, et al: Culture, Computational Skills and Storytelling	Yellowstone National Park and Yellowstone Forever: Bison	Melody Small: Traditional Ecological Knowledge
<b>TWO 10:55- 11:55</b>	Susan Luinstra and Nicholas Vrooman: IEFA K-12 Grant- Metis Project	Shane Doyle: L&C Trail Sign Language	Marisa Franklin: Seamless Integration of IEFA into Math	Crystal Alegria: Investigating Rock Art!	Kim Quigley: How do I find an IEFA book to fit my curriculum?
<b>LUNCH 12:00 – 12:50 Pizza and Pasta Bar in the Student Center</b>					
<b>THREE 1:00- 2:00</b>	Montana Audubon and Billings PS: IEFA and Nature – On the Ground in Billings	Miranda Murray: What Is Appropriate and What Is Appropriation	M.Jetty and M.Broadus: Essential Understandings – New Version EU2.0	Whitney TopSky: Chippewa- Cree Art Lessons	Jessica Bryant and Cari Russell: Personalized PD – Free!
<b>FOUR 2:10- 3:10</b>	Jioanna Carjuzaa: Success for Native ELLs	Jordann Lankford: Culture and Content in ELA and SS	Glacier National Park: Culture and Science	Jacie Jeffers: Am. Indian Perspective in the Content Areas	Laura Ferguson: Montana's Landless Indians, 1885- 1916
<b>FIVE 3:20- 4:20</b>	R. Ferris and K. Hoyt: Poetry and Primary Sources	MT Natural History Center: Wings Over Water project	Frank Finley: Twine-Making and Traditional Tools	Stephen Morsette: Indian Ed. Poster Series, 2 <sup>nd</sup> Ed.	Jodi Delaney: IEFA Integration K-6

**CEUs will be signed in the lobby area of the Student Center 4:20 p.m.-4:30 p.m.**

## Keynote

Marissa Spang will be delivering the keynote address.

### Biography:

Marissa Spang (Esevona'e, Buffalo Woman), M.Ed., descends from Chief Morning Star through her ke'eehe (Cheyenne grandmother) and of Pretty Shield through her kaa'laa (Crow grandmother). She obtained her B.A. degree in Native American Studies from Dartmouth College and her M.Ed. in Learning Sciences and Human Development from the University of Washington. She is currently an Instructor in Native American Studies at MSU-Bozeman. She has worked in K-12, higher education, community-based and tribal systems in rural and urban contexts, so as to attend to a number of contexts and dimensions that are important to Indigenous youth identities, development and trajectories. For example, she co-founded the Indigenous Scholars of Promise college prep program with Hopa Mountain in 2011, founded a land-based science learning youth institute with the Northern Cheyenne Tribe in 2015, and served on the negotiated-rule making committee in 2016 to review and propose new science standards for all Montana public schools. Her work actively attends to the storied and lived collective continuance of Indigenous peoples, by Indigenous peoples – particularly in the context of everyday, land-based STEM learning that employs Indigenous sciences and ontologies, while finding ways to adapt/integrate Western science. Such an approach works and emerges directly with/in land – in so doing, a host of ecological relations are restored, as well as Indigenous peoples' knowledge, their sense of self and active, self-determining presence on their territories as good relatives/scientists.

## SESSION OFFERINGS

*(organized by location of presentation ~ O'Connell Hall is a short walk to the building next to the Student Center)*

### **Student Center - All Saints Hall (downstairs next to ballroom)**

#### **9:45-10:45**

All Saints Hall (downstairs next to ballroom)

#### **Traditional Ecological Knowledge**

Melody Small, 10th – 12th Grade Science, Browning High School

Appropriate for: 9-12

Knowledge is never ending but the ability and willingness to learn comes in many forms. Traditional Ecological Knowledge is a place-based form that allows for cultural identity to take part in education. TEK prepares students for the world by providing students with a vital set of work place skills, including the ability to think for themselves, the skills to communicate effectively, and the capacity for lifelong learning.

#### **10:55-11:55**

All Saints Hall (downstairs next to ballroom)

#### **Indian Education Books Database or “How do I find an IEFA book to fit my curriculum?”**

Kim Quigley, Educational Consultant, Southwest Montana School Services (SWMSS)

Appropriate for: K-12

Teaching a poetry unit and want to incorporate IEFA Essential Understandings? Want an IEFA book appropriate for your classroom? SWMSS is developing an ongoing compendium of Native American Literature and Non-fiction books. Combining reviews from Oyate.com, A Broken Flute, American Indians in Literature Blog Spot and other resources, SWMSS IEFA researchers have created a google spreadsheet for your on-going use. This session gives you this link and the time to peruse the contents.

#### **1:00-2:00**

All Saints Hall (downstairs next to ballroom)

#### **Personalized Online Professional Development – FREE!**

Jessica Bryant, Teacher Learning Hub Coordinator; Cari Russell, Teacher Learning Hub Project Specialist, Office of Public Instruction

Appropriate for: Pre-K-16, and anyone who wants to learn for free!

Save money, time and effort! Take advantage of the Learning Hub's ever-growing list of courses to design your own personalized learning plan and enhance your teaching practice. Come learn about the Hub, the IEFA courses we offer, and let us know what you'd like to see more of! The Hub is an online platform providing free, high quality professional development and training for all Montana K-12 educators.

**2:10-3:10**

All Saints Hall (downstairs next to ballroom)

**Montana's Landless Indians, 1885-1916**

Laura Ferguson, Adjunct instructor of Native American Studies, Helena College; Associate editor, Montana: The Magazine of Western History, Montana Historical Society

Appropriate for: 9-12

By 1884, all of Montana's Indian tribes except the Chippewa and Cree had secured reservation lands and federal recognition of their status as American tribes. Along with the Métis (mixed-heritage) people, Chippewas and Crees had migrated to this region from North Dakota, Minnesota, and Saskatchewan with the fur trade and helped to found some of Montana's earliest communities. Collectively numbering over one thousand strong, all three of these landless populations lived in rural and urban communities throughout the state, as well as on several Indian reservations, and by the late 1800s were actively integrating themselves in to Montana's economy. This primary document-based workshop delves into the history of why Montanans objected to the presence of landless Indians in our state and examines how prejudice and racism contributed to the struggles these groups faced in their decades-long quest for recognition, acceptance, and a land-base of their own.

**3:20-4:20**

All Saints Hall (downstairs next to ballroom)

**Integration: Making the Most of Every Minute in the Elementary Classroom**

Jodi Delaney, 4th/5th Montessori, Broadwater Elementary, Helena (Public Title 1 School)

Appropriate for: K-6

We elementary teachers have so much on our plates, so how can we do justice to all the demands on our time? We want to include more Indian Education for All, but how? Integration is the key to making meaningful IEFA connections in your classroom. Learn more about what quality integration looks like and discuss practical ways you can share content in combination with English Language Arts, Science, Math, Social Studies, and more!

## **101 O'Connell Hall**

**9:45-10:45**

101 O'Connell Hall

### **The Real Deal: Primary Sources in Elementary and Middle School Classrooms**

Martha Kohl, Historical Specialist, Montana Historical Society

Appropriate for: 3-8

How can historic photographs, artwork and other primary sources engage students, raise questions about perspective, hone evidence-based analysis skills, and increase media literacy? What role should primary sources play in elementary and middle school classrooms? This session will focus on how to find and interpret primary source documents relating to Montana Indian history, particularly the boarding school era. Participants will discuss best practices for integrating primary sources into their curriculum, learn about ready-made, primary-source-based lesson plans from the Montana Historical Society, and practice strategies that encourage close reading and sourcing, two skills that are fundamental for student success.

**10:55-11:55**

101 O'Connell Hall

### **To Be Remembered: Our Exploration of the Metis Culture along the Rocky Mountain Front**

Susan Luinstra, Bynum Teacher; Nicholas Vrooman, Project Consultant, Bynum 5-8 grade students

Appropriate for: 4-8, multi-grade teachers

Do you want to spark interest in your classroom while supporting the development of a sense of place in children? Join us as we share our adventure in learning through music, dance, song, crafts, and the story of the Chippewa-Cree Metis along the Rocky Mountain Front!

**1:00-2:00**

101 O'Connell Hall

### **IEFA and Nature - On The Ground in Billings**

Carolyn Sevier, Montana Audubon Center Director; Jacie Jeffers, American Indian Education

Achievement Coach 6-12, Billings School District 2

Appropriate for: K-12

Our relationship and place in the natural world is a critical layer of the cultural landscape of Montana's native peoples. Spending time outdoors as part of the school day helps to provide an important context for IEFA content, in addition to providing other research-proven benefits of nature-connected education. During this session, participants will learn about two programs at the Montana Audubon Center in Billings: a year-long elementary-level field-trip program for IEFA and outdoor science and an "ethnobotany day" held for high school students in which they learned directly from local knowledge-keepers.

**2:10-3:10**

101 O'Connell Hall

**Learn How to Meet the Needs of American Indian English Language Learners by Participating in the MontTELLs Grant Project**

Dr. Jioanna Carjuzaa, Professor and Executive Director of the Center for Bilingual and Multicultural Education, Montana State University

Appropriate for: Pre K-16

English Language Learners (ELLs) represent the fastest growing segment of pre-k-12 students in the U.S. Although there is tremendous linguistic diversity among these students, more than 80% of ELLs speak Spanish as their first language. This is not the case in Montana where we have the highest percentage of ELLs who are American Indian/Alaska Native (approximately 74%). Students whose first language is an American Indian language and who are learning English as a second language (ESL) are easier to identify as ELLs than students who do not speak a heritage language but have not acquired academic English proficiency. This unique group of ELLs had their English acquisition framed by parents/grandparents or guardians themselves who were ELLs who did not fully acquire Standard English and currently speak and model a non-standard or non-academically proficient variety of English. In this session, we will discuss how American Indians qualify as ELLs, even if they do not speak their heritage languages, and what strategies you need to implement to help ELLs improve their academic English and succeed in your content courses. Recommendations for how to increase your knowledge, skills and dispositions to help these ELLs and all your students succeed academically, and an opportunity to participate in the MontTELLs (Montana Teachers of English Language Learners) grant project will be shared.

**3:20-4:20**

101 O'Connell Hall

**Hearing the Voices of the Past: Using Poetry and Primary Sources to Dig Deeper**

Ruth Ferris, K-5 Librarian; Kathi Hoyt, 6-8 Librarian, Billings Public Schools

Appropriate for: 4-12

Come learn some quick strategies to get kids to think deeper and inquire more. If you can get students to feel something, you can get them deeper into the text. Using the words of Chief Plenty Coups and Sitting Bull, you will examine different perspectives. You will then create two voice poems, find poetry and annotate pictures in this hands-on session. These techniques promote deeper understanding, higher order thinking, and student independence.



## **102 O'Connell Hall**

**9:45-10:45**

102 O'Connell Hall

### **Tribal Place Names along the Lewis and Clark Trail**

Shane Doyle, EdD, Curriculum and Cultural Consultant, Bozeman Summit School

Appropriate for: 6 - 12

This presentation will review several Apsaalooke (Crow) and Piegan (Blackfeet) place names along the Lewis and Clark Trail. Although most of the place names associated with the Lewis and Clark Trail were ascribed by the Corp of Discovery; i.e., the major rivers, mountains, and mountain passes, there are many tribal place names along the Trail that have existed since time immemorial. Rather than being named after famous men, these tribal places names reveal a deep and integral connection between Indigenous people and the landscape they called home. Through this exploration of place names, the values and lifeways of tribal people are made clearer and contrasted with those of the Corp of Discovery.

**10:55-11:55**

102 O'Connell Hall

### **Sign Language and the Cosmopolitan Northern Plains**

Shane Doyle, EdD, Curriculum and Cultural Consultant, Bozeman Summit School

Appropriate for: K - 12

Plains Indian Sign Language is likely the most unique lingua-franca in world history. Shared by over 44 different tribes and encompassing a region larger than Western Europe, PSL propelled multi-cultural communication and understanding in a way that few cultural devices could rival. Unlike contemporary sign language, PSL was not created out of a desire or need to communicate with the hearing impaired; it was an elemental aspect of the ancient cosmopolitan culture of the Great Plains. This presentation will explore the historical and modern uses of PSL, and will reveal the complex and sophisticated relationships that existed between tribes because of it.

**1:00-2:00**

102 O'Connell Hall

### **What is Appropriate and What is Appropriation?**

Miranda Murray, K-6 Art Education, Great Falls Public Schools

Appropriate for: K-12

Join us for an in depth look at when it is appropriate to take inspiration from the art and culture of Montana tribes, and what steps to take to avoid appropriating art and practice of American Indian tribes. Leave with several great lesson plan examples and the DO's and DON'Ts for including and teaching art and tradition in your classroom. This presentation includes all *7 Essential Understandings Regarding Montana Indians*.

**2:10-3:10**

102 O'Connell Hall

**Infusing Culture and Content Through English Language and Social Studies Strategies**

Jordann Lankford, 9-12 Grade American Indian Academic Achievement Coach and Cultural Immersion Coordinator, Great Falls Public Schools

Appropriate for: 9-12 English and Social Studies

This session combines historical and contemporary content while achieving Montana's mandatory benchmark/curriculum standards. I will explain how Great Falls Public Schools interTRIBAL Immersion program works to infuse IEFA into our classroom on a daily basis while meeting core curriculum content standards not only for our American Indian students, but for non-Native students as well. We will explore meaningful and practical strategies to engage students in IEFA. This session will provide multiple lesson ideas as well as IEFA content for educators to take back to their students and fellow staff.

**3:20-4:20**

102 O'Connell Hall

**Wings Over Water: An Osprey-based curriculum designed to engage girls, tribal and rural students in STEM subjects and careers**

Jenelle Dowling, Montana Natural History Center - Wings Over Water Program Coordinator; Patti Bartlett, Middle School Science Teacher, Seeley Lake Elementary

Appropriate for: 6-12

The Wings Over Water Program (WOW) uses the life history of the osprey as an anchoring phenomenon to excite student interest in STEM (science, technology, engineering, and math). Ospreys are unique migratory fishing raptors and nearly ubiquitous, occurring worldwide, except on Antarctica; and the osprey has special significance in the cultural traditions of several of Montana's tribes. The goal of WOW is to increase STEM engagement, preparedness, and positive science identity in girls and rural and tribal students. WOW combines several innovative best teaching practices: an integrated curriculum, flexibly adaptive teacher training in a co-learning community, STEM mentor "charging stations" in the classroom, and use of a ubiquitous and charismatic raptor species. WOW engages middle and high school teachers and students in essential STEM questions that crosscut aerodynamics, physics, biology, chemistry, math, engineering, geology, and technology. In our presentation, we will share our experiences with WOW, our future goals, and what we hope to learn from our work, before engaging the audience in a lively discussion of how we can utilize WOW to better serve our tribal communities, and improve STEM education across Montana.

## **106 O'Connell Hall**

**9:45-10:45**

106 O'Connell Hall

### **Infusing Computational Thinking into the Middle School Classroom through Storytelling**

Barbara do Amaral, Brittany Terese Fasy, Stacey Hancock, Barbara Komlos, Kirby Overman- Montana State University faculty and students

Appropriate for: 6-8

The Computer Science through Storytelling project at Montana State University is bridging the American Indian tradition of storytelling with the increased importance of teaching computational thinking. The project aims to broaden participation of American Indian students in computer science and to re-imagine how we teach computational thinking at the middle school level. Students use "Alice", an interactive Graphical User Interface for teaching programming, to tell a story through a virtual "world" of animated characters and objects brought to life by dragging and dropping pieces of code. The lesson plans in development combine current content standards and IEFA, thus allowing teachers to easily integrate the activities into the standard curriculum. We will provide a short overview of the project, then give participants the opportunity to play with Alice while working through a portion of an example lesson plan.

**10:55-11:55**

106 O'Connell Hall

### **Seamless Integration of IEFA into Math Discussion**

Marisa Franklin, Mathematics Instructional Coordinator, Office of Public Instruction

Appropriate for: K-12

This discussion-based session poses the questions: How do we move from the Bank's contribution level of implementation toward the social justice implementation in the math classroom? How can we use mathematical modeling to strive towards this goal? Participants will be asked to reflect on their own practice and engage in a discussion on best practices around IEFA into the math classroom.

**1:00-2:00**

106 O'Connell Hall

### **Essential Understandings – New Version EU2.0**

Mike Jetty, Indian Education Specialist; Mandy Smoker Broaddus, Director, Indian Education Division, Office of Public Instruction

It has been since 1999, when OPI brought together representatives from all the tribes in Montana and created the 7 Essential Understandings. This ground-breaking document forms the basis for all of our curriculum efforts and initiatives. Come check out the newest version that now includes more background information regarding each Essential Understanding.

**2:10-3:10**

106 O'Connell Hall

**Discovering Glacier National Park through Culture and Science**

Kelly Lynch, K-12, Cultural Interpreter; Sarah Lent, Education Technician, Glacier National Park

Appropriate for: K-16

What can the shapes on the landscape tell us about the past (or about the future)? For thousands of years, creation stories have shaped beliefs about landscapes all around us. Read the creation stories behind Glacier National Park's features and discuss the benefits and challenges in blending oral histories and Western Science explanations. Plan to get your hands dirty as you participate in using models to form mountains and valleys. All participants will receive copies of the Glacier National Park Teacher Cultural Resource Guide DVD.

**3:20-4:20**

106 O'Connell Hall

**Twine-Making and Traditional Tool-Making**

Frank Finley, Salish Artist and Cultural Educator

Appropriate for: K-16

I will be teaching the basics of twine-making, with hands-on demonstration, and showing the process of net-making. We will be making twine from dogbane gathered on the Flathead Indian Reservation. Uses of dogbane for many different purposes in tribal cultures will be discussed. The tools for making nets will be displayed and then a short demonstration of net-making.

## **107 O'Connell Hall**

**9:45-10:45**

107 O'Connell Hall

### **Bison through the Years and their Many Uses**

Mike Coonan, Education and Youth Work Coordinator, Yellowstone National Park; Michael Rosekrans, Lead Instructor, Yellowstone Forever

Appropriate for: 4-12

We will take a look at the bison and their role, both historically and currently, in nature and culture. The bison provides more than just meat to the hunters. Participants will do a hands-on activity with the objective of seeing who benefits besides just the wolves; for all the risks and hard work, the wolves do not always get the lion's share. We will discuss and explore human hunters and how the bison is utilized and perceived, and reflect on past and present thoughts about human and bison interactions.

**10:55-11:55**

107 O'Connell Hall

### **Investigating Rock Art!**

Crystal Alegria, Project Archaeology Coordinator

Appropriate for: 3-5

Transform your classroom into a community of student archaeologists who ask questions, make observations, support inferences with evidence, analyze primary sources, relate culture to their own lives, and passionately share what they learn in a variety of ways. Join us as we delve into Project Archaeology's newest curriculum and discover the past through evidence from rock art sites and descendant-community member oral history.

**1:00-2:00**

107 O'Connell Hall

### **Chippewa-Cree Art Lessons**

Whitney TopSky, Art Teacher, Chinook High School

Appropriate for: K-12

The John F. Kennedy Center for the Performing Arts defines arts integration as "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives in both." Miss TopSky will share her Arts Integrated lesson plans that focus on Chippewa-Cree culture.

**2:10-3:10**

107 O'Connell Hall

### **American Indian Perspective in the Content Areas**

Jacie Jeffers, American Indian Education Achievement Coach 6-12, Billings Public Schools

Appropriate for: 6-12, All Content Areas

Are you looking for a creative way to implement IEFA, while meeting your content standards? In this example lesson, participants will take on the role of the student. We will write about social reform through a primary source analysis. We will then share and connect with Western and American Indian perspectives on land ownership. Participants will be provided with resources to construct an argumentative writing plan for the classroom.

**3:20-4:20**

107 O'Connell Hall

**Indian Education Second Edition Poster Series**

Stephen Morsette, Indian Education Specialist, Office of Public Instruction

Appropriate for: K-12

This session is going to be a chance for conference attendees to view the second edition Indian Education for All honor poster series. The series will be on display and presenter will be taking questions. This will be the first public display of one of Indian Education's newest materials.

*(Note: Poster series materials will not be published until summer/fall 2018.)*

## 2018 Professional Development Offerings from around the State

### **Offerings from Southwest Montana School Services**

Dates of Program: February 15-May 15, 2018

\*Participants may register after February 15

Title of Program: American Indian Boarding Schools - Southwest Montana School Services Online Book Study Course

Cost: \$85

Location: Facilitated Online Course (Google Classroom)

In this online book study course, you will receive three mentor texts and discover how to use all three books in a classroom book club structure: Sweetgrass Basket, a poetry - prose genre by Marlene Carvell, historical fiction journal My Name is Seepeetza by Shirley Sterling, and picture book award winner Shi-shi-etko.

Website for more information/registration link:

<http://events.r20.constantcontact.com/register/event?oeidk=a07eeyny57g7fbbd840&llr=bg5mnelab>

Contact: Jennifer Brekke, 406-624-3336 ext. 0, [jbrekke@swmss.coop](mailto:jbrekke@swmss.coop)

Dates of Program: May 11, 2018

Title of Program: SWMMS IEFA Collaborative Literacy Institute

Cost: FREE and help with paying a substitute

Location: Willson School, Bozeman, MT

Through this institute, educators will gain strategies and resources for integrating Essential Understandings Regarding Montana Indians using reading and writing best practices, in grade level and multi-grade/multi-age classrooms.

Website for more information/registration link:

<http://events.r20.constantcontact.com/register/event?oeidk=a07eeyny57g7fbbd840&llr=bg5mnelab>

Contact: Jennifer Brekke, 406-624-3336 ext. 0, [jbrekke@swmss.coop](mailto:jbrekke@swmss.coop)

### **Offerings from Montana Environmental Education Association**

Dates of Program: March 22-24, 2018

Title of Program: Montana Environmental Education Association Annual Conference

Cost: Varied \$20-\$70

Location: Great Falls, MT

This conference will provide educators with connections and resources to teach though topics that increase environmental literacy in Montana.

Our conference registration is now open <http://www.rsvpbook.com/meea2018>

Contact: Holli Langlieb, [meeavicepresident@gmail.com](mailto:meeavicepresident@gmail.com)

### **Offerings from Western Montana Professional Learning Collaborative**

Dates of Program: April 9, 2018 - May 27, 2018

Title of Program: The History of the Flathead Reservation

Cost: \$175 (30 OPI renewal units) or

\$175 plus an additional charge of \$155 for 2 semester credits through the University of Montana for a total cost of \$330. A separate Semester Credit Registration Form will be provided.

Location: Online-Moodle

Through the readings, participants will examine primary and secondary documents that inform the tribal history of the Flathead Reservation.

Website for more information visit:

<https://www.wmplc.org/iefa-history-of-the-flathead-reservation-4918.html>

Registration link: <https://goo.gl/forms/ALLcsFq9Flydarm1>

Contact: [director@wmpcl.org](mailto:director@wmpcl.org)

Dates of Program: April 2, 2018 - May 27, 2018 (8 weeks)

Title of Program: American Indian Literature for Grades K-8

Cost: \$175 (30 OPI renewal units) or

\$175 plus an additional charge of \$155 for 2 semester credits through the University of Montana for a total cost of \$330. A separate Semester Credit Registration Form will be provided.

Location: Online Moodle

This online course serves as an opportunity for participants to explore OPI developed instructional units based on literature sent to all Montana elementary and middle school libraries alongside additional primarily fiction texts for use in grades K-8.

Website for more information: <https://www.wmplc.org/iefa-american-indian-literature-4218.html>

Registration link: <https://goo.gl/forms/8HKoVi7lYUdRPh4X2>

Contact: [director@wmpcl.org](mailto:director@wmpcl.org)

### **Offerings from The Montana Office of Public Instruction**

Dates of Program: June 10-12

Title of Program: Summer Writing in Science Intensive!

Cost: \$0 for the workshop/ participant pays own lodging/ some meals included

Location: Fairmont Hot Springs

This 3-day Summer Writing Intensive provides resources for implementing the new Montana Content Standards for Science, while using writing to connect ourselves, our students, and our communities to the content- earn 20 renewal units!

Website for more information/registration link: <https://goo.gl/forms/3JBnljKE4e15ogHq2>

Contact: Christy Mock-Stutz, 406-444-0736, [cmstutz@mt.gov](mailto:cmstutz@mt.gov)



### **Offerings from the Montana Writing Project and The Olga Lengyel Institute (TOLI)**

Dates of Program: June 10-16

Title of Program: Worlds Apart But Not Strangers: Holocaust Education and Indian Education for All

Cost: FREE for educators of students grades 4-graduate school. 3 graduate credits available for \$135.

Dorm space available as a low cost housing option.

Location: MSU-Billings, Billings, MT

Website for more information/registration link: <https://www.toli.us/satellite-program/montana/>

Contact: Wendy Warren, [wendyzwarren@yahoo.com](mailto:wendyzwarren@yahoo.com)

### **Offerings from Project Archaeology**

Dates of Program: June 18-20

Title of Program: Civil Rights through the Lens of Archaeology: Investigating a Shotgun House

Cost: \$145 - includes full instruction and two curriculum guides. One University Credit is available for an additional \$60.

Location: Museum of the Rockies, Bozeman, MT

Website for more information/registration link:

[https://projectarchaeology.org/ai1ec\\_event/investigating-a-kentucky-shotgun-house?instance\\_id=666](https://projectarchaeology.org/ai1ec_event/investigating-a-kentucky-shotgun-house?instance_id=666)

Contact: Crystal Alegria, 406-994-6925, [calegria@montana.edu](mailto:calegria@montana.edu)

### **Offerings from Montana Natural History Center**

Dates of Program: June 25-29

Title of Program: Wings Over Water Osprey Education program

Cost: Free to attend, \$250 stipend, room, board, and \$200 to offset travel costs provided

Location: University of Montana in Missoula

Wings Over Water is an integrated, multi-disciplinary STEM education program based on ospreys, where middle and high school teachers work with STEM experts at UM during a summer professional institute, helping them to build capacity as STEM scholars and osprey experts.

Website for more information/registration link: <http://www.montanaturalist.org/wings-over-water/>

Contact: Jenéle Dowling, [jdowling@montananaturalist.org](mailto:jdowling@montananaturalist.org), 406-327-0405 Ext. 201

### **Offerings from Yellowstone Forever**

Dates of Program: October 18-21, 2018

Title of Program: Yellowstone's Diversity

Cost: \$150

Location: Yellowstone National Park

Explore Yellowstone's ecological diversity as well as the spectrum of people that have shaped the Greater Yellowstone Ecosystem in this teacher workshop complete with programming, meals, and lodging.

Website for more information/registration link: [www.yellowstone.org](http://www.yellowstone.org)

Contact: Jess Haas, [jhaas@yellowstone.org](mailto:jhaas@yellowstone.org), 406-848-2167

## Constitution of Montana -- Article X -- EDUCATION AND PUBLIC LANDS

Section 1. Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state. (2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity. (3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

### MCA 20-1-501 (Indian Education for All)

20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage. (2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution: (a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and (b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments. (3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people. History: En. Sec. 1, Ch. 527, L. 1999.